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General Comment

[Edited by Gilbert Campbell Scoggin, The University of Missouri.]

Dean Henry Parks Wright, of Yale College, died on March 18. During the Civil War he served among the Massachusetts volunteers. He entered Yale in 1868 and was graduated four years later at the head of his class. He was made tutor in 1870, assistant professor in 1871, and professor in 1876. In 1884 he was appointed dean, and this position he held until he retired in 1909 after service of a quarter of a century. Wright Hall, one of the dormitories at Yale, was erected in his honor by his old students and admirers. His name is widely known among college students of Latin through his edition of Juvenal's *Satires* issued in the "College Series of Latin Authors."

Professor James Rignall Wheeler, of Columbia University, died February 9, 1918. He was graduated from the University of Vermont, where his father was president, in 1880 and received his Ph.D. at Harvard in 1885. He was among the first students to be enrolled at the American School of Classical Studies at Athens, which was opened in 1882. In 1886 he was lecturer at Johns Hopkins University and was instructor at Harvard in 1888-89. From 1889 to 1895 he was professor at the University of Vermont. He was then called to Columbia as professor of Greek. In 1906 he was appointed professor of Greek and archaeology. Together with Professor H. N. Fowler, of Western Reserve University, he was author of the widely used *Handbook of Greek Archaeology* published in 1909.

The pamphlet dealing with the Princeton Conference of last June has recently appeared in its fourth issue. The first three printings, comprising 11,000 copies, were rapidly exhausted and it was found desirable to reprint an additional issue of 5,000 copies. It contains opinions of President Wilson, of ex-Presidents Taft and Roosevelt and former President Cleveland, and of Messrs. Lansing and Root. To the question, "Is Latin dying out in the schools?" the answer is given, "For the last twenty-five years the study of Latin in the secondary schools of the country, far from diminishing, has been growing rapidly. Next after English, history, and algebra, which are required of practically all high-school pupils, Latin has now the highest enrolment of any secondary-school subject." There are remarkable and reliable statistics showing the great superiority of classical over non-classical students in college-entrance examinations. No less remarkable is the continued superiority of the

classical students in college studies and intellectual student activities. Included also is Professor Adriance's statement as to Dr. Flexner's wilful or ignorant misuse of statistics. Copies of this important pamphlet may be secured from Dean Andrew Fleming West, of Princeton University. The volume on the *Value of the Classics* also was reprinted in January.

The farcical nature of many so-called educational tests is convincingly exposed by Professor H. C. Nutting in *Education* for February. In his article "Experimental Test of Educational Values" he shows how utterly without scientific method or understanding a recent writer in a journal of high standing and of wide circulation had "proved" that in the high-school curriculum Latin did not "function." Professor Nutting shows how this writer starts with two doubtful assumptions (and just now the scientific educator must be on his guard against treacherous assumptions no less than against illogical deductions). In the first place, it is assumed that a subject does not function if it does not "impart to the student *permanent* ability to do further work in the same department." Twenty years later the student may have forgotten most of the rules of his Latin grammar, since he has not found constant application of them in his daily work. Hence Latin does not function. In the second place, it is assumed that a subject against which a student rebels does not function. The pupil should "take" to a subject that functions. The purpose of Professor Nutting's paper, however, is to expose the writer's method of showing how Latin does not function. That method consisted in setting before about thirty pupils in all, at various times and places, a Latin sentence taken from a modern writer. The sentence reads as follows: "Studium discendi voluntate quae cogi non potest constat." This brief sentence contains unusual syntax and word-meaning. By the end of his third year, in the course of the usual reading, the pupil will have had this meaning of *constat* with the ablative just once (*Pro Archia* 8. 18). What could be expected at the end of the first or second year? Professor Nutting shows how a reference to Lodge's *Vocabulary* and to Byrne's *Syntax* would have prevented such a blunder on the part of a capable examiner. In *School and Society* for February 2 Professor Nutting aims some very well-directed shafts at various weak points in President Eliot's latest paper issued by the General Education Board.

The February number of the *Alumni Register* of the University of Pennsylvania contains an article by Professor G. D. Hadzsits on "The Value of the Classics in Modern Education." The author maintains that "of the many reasons why the classics still appear essential for our modern education the first and foremost is that they may serve to hold in check the tide of vocational studies that is setting in so strongly. Not that these and all they stand for are not of greatest importance for our educational system as a whole, but that in a

natural spontaneous enthusiasm for them proper regard for cultural studies may be engulfed." The fact is rightly emphasized that there is no inherent hostility between vocational and cultural training. But the obvious immediate advantages arising from the former often cause them to be welcomed by parents and school administrators to the neglect of the latter. On the other hand, intellectual training derived altogether from literary studies may lead to a detachment from real life and even to "intellectual snobbery." There should be a mutual regard for values; and both forms of training should be at the disposal of all citizens in a democracy. Professor Hadzsits discusses two special phases of classical studies, their disciplinary and their cultural value. He argues that even in a strictly vocational school the classics have a place to fill, for of late stress has been laid upon content no less than upon drill for discipline. Yet the discipline is always there. "The finality of paradigms is an absolute barrier to grotesque feats of intellectual cleverness, howsoever entertaining such may be; and a merciless Nemesis is forever at the heels of those who take undue liberties with the facts of language and who would escape the connective processes involved in the refined work of correct translation." Then too, "if the practical value of the subject consists of an indispensable service to literature and language, to history, to law, to religion, philosophy, consists of service to the man of letters, to the historian, the lawyer, the priest, and the philosopher, it behooves the classicist to seize upon the argument of practicality with intense and sure imagination if he would equip himself with the most valuable persuasion against attacks of vocationalism." Our present civilization is unintelligible without a knowledge of the past. Architectural tradition confronts us on every side; engineering feats, concrete structure, rhythm, and folk dancing have their basis in the past. Our great systems of railways have their origin in the ancient avenues of trade. Current literature resounds with echoes of the past. "The biologist would but incur ridicule who did not interpret physical man in terms of evolution." A modern school in a true democracy must make this continuous development clear, and it should not allow vocationalism to drive out cultural studies.

In his recent edition of the *Eclogues* of Faustus Andrelinus, Professor Wilfred P. Mustard, of Johns Hopkins University, makes a third contribution to his *Studies in the Renaissance Pastoral*. He edited, in 1911, the *Eclogues* of Baptista Mantuanus and three years later the *Piscatory Eclogues* of Jacopo Sannazaro. The introduction contains a brief but interesting account of the life and works of Andrelinus together with criticisms passed upon him by contemporary and later scholars. Born in Italy in 1462, Andrelinus had distinguished himself as a poet before the age of twenty-two and was looking forward to a teacher's career. He finally settled in Paris and became a famous lecturer on poetry in the University. He was intimate with Erasmus and his

name is not infrequently mentioned by the latter with praise. Beatus Rhenanus, in his life prefixed to Froben's edition of the works of Erasmus, says that Andrelinus lectured in a rather superficial manner, "jocis quibusdam magis festivis quam doctis plausum rudium auditorum captans." One of the most playful letters of Erasmus is written from England to Andrelinus:

Sunt hic nymphae divinis vultibus, blandae, faciles, et quas tu tuis camoenis facile anteponas. Est praeterea mos nunquam satis laudatus. Sive quo venias, omnium osculis exciperis; sive discedas aliquo, osculis dimitteris; redis, redduntur suavia; venit ad te, propinantur suavia; disceditur abs te, dividuntur basia; occurritur alicubi, basiatur affatim; denique quocunque te moveas, suaviorum plena sunt omnia. Quae si tu, Fauste, gustasses semel quam sint mollicula, quam fragrantia, profecto cuperes non decennium solum, ut Solon fecit, sed ad mortem usque in Anglia peregrinari.

Any mention of the name of Andrelinus calls to my mind a joke once played upon him by a very clever wag, an acquaintance of Erasmus. This rascal composed, under the title *Cygnus moriens pro specu*, an epigram containing a *specious* echo. It ran as follows:

Tempora fatalis quoniam sic limitis itis,
Tristia concentu funera solor olor.

With this he rushed away to an expert copyist, who wrote out the distich in a very antique form. Our wag then visited the learned professor of poetry and showed him this beautiful fragment just found among some ancient manuscripts. In the words of Erasmus: "Legit iterum atque iterum Faustus, et difficile dictu, quam stupuerit quamque exosculatus sit, quam pene adoraverit doctam illam et inimitabilem antiquitatem. Nec finis nec modus admirandi antiquitatem, donec ipse Santeranus sui proditor, rem omnem in risum verteret." Professor Mustard in his notes has been very keen in scenting out the imitative passages of his poet. Of course there are very numerous reminiscences of Virgil and Ovid and several from Horace, Juvenal, and Persius. He seems to have been particularly familiar with Calpurnius and Nemesianus, poets not much read then—or now. Specimens of their verse may be most conveniently consulted in Mr. Garrod's *Oxford Book of Latin Verse*. Andrelinus does not seem to have greatly influenced his successors. The chief exception seems to be Iohnes Arnolletus, whose four *Eclogues* Professor Mustard has included in his volume. The classical student will derive much pleasure in reading through the notes. Even a very casual dipping into the book will reveal the great superiority of Andrelinus over his imitator.